LLED 580: Teacher Research in Language and Literacy Education
(I developed and taught this course in French. It became the model for co-developed LLED 523.)

Teachers engage in research in order to improve their practice by solving a problem, addressing a question they have about student learning, implementing and reflecting on teaching strategies, problematizing existing situations, and so on. This advanced research methodology course focuses on how teachers of language and literacy address questions and problems in their practice. It will provide opportunities to explore the literature and methods associated with teacher (action) research in language and literacy education while highlighting students’ own practice-based research questions.

COURSE OBJECTIVES

Students will
• familiarize themselves with the important features of teacher (or action) research,
• identify resources related to classroom-based research, including key journals, data bases, institutional sites, and so on, with a focus on language and literacy education
• analyze how researchers link practice to theory and vice versa,
• read critically and share with colleagues a variety of classroom-based studies,
• produce a review of the literature related to their research interest,
• apply APA style in presenting written work,
• reflect on becoming a researcher and participating in a research process,
• contribute to a research community.

COURSE READINGS

- Readings listed in course outline below (specific to French Immersion MEd cohort)

ASSIGNMENTS

This course takes place over a very short period of time. It is essential, therefore, that you prepare well in advance of each class. There will be many opportunities for you to make direct links to your ongoing research for the graduating paper, but in order to maximize these, you must a) be prepared to read more than just the basic readings for each class and b) be well organized.

1. Attendance and participation in class 10%
2. Discussion/contributions on Vista forum 25%
3. Presentation of a teacher research study 10%
4. Sharing of pre-proposal outline especially about methodology 10%
5. Literature review – preliminary draft 20%
6. Action research project plan 25%
1. **Attendance and participation – 10%**

Attendance and participation are critical components in this course and this program. You are not only part of a cohort but also a developing research community. Being prepared for each class by reading the assigned articles/chapters and engaging in the weekly discussion forum increases the depth and breadth of conversation in class.

It is expected that you will come to each class after having read the prescribed readings for that class so that you are ready to engage in thoughtful discussion. It is also expected that you will have read in advance the group reading for which you have signed up (one per class, except the first class).

A self-evaluation is required as part of this percentage and due on or before **June __, 201_**. (The criteria on which you will assess yourself will be available on the Vista LLED 523 site.)

In case of illness or an emergency where you cannot attend class, you must contact the instructor before Saturday. (An alternate assignment will need to be completed before the following class.)

2. **Discussion/contributions on Vista forum – 25%** (once per week on Vista)

According to Harada (2002), “reflecting on the research/inquiry process positively affects the actual research”. As well, Hendricks (2009) teaches us that our experiences as students and educators shape us and influence how we engage in our work. The purpose of our discussions will be two-fold: to continue the reflective work of analyzing what we bring to the research process and what matters to us and to engage in a teacher research community. Discussions centre on course readings as well as personal/professional reflections, and the contribution of 3 resources to the group will, hopefully, help us to know and appreciate each other as researchers and adopt a collaborative approach to the work ahead.

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<th>Participate in 4 discussions by <strong>7 pm each Friday:</strong> (150-200 words that demonstrate thoughtful consideration of the questions and an integration of readings and discussions from the course.)</th>
<th>Contribute 3 resources by <strong>7 pm Friday, _____:</strong> (for example, websites, book or journal titles, graphic organizers, research strategies, etc. with a brief explanation for each)</th>
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3. **Presentation of a teacher research study – 15%**

Select and share a published teacher research study. Examples are included in this course outline and may be used; you may find others on your own or in consultation with the instructor. You may present individually (one article) or with a partner (two articles).

a) Share a summary of a teacher research study in a language education setting.

b) You will have 20 minutes to present the following points, followed by 5 minutes for questions/discussion. (If two people present two studies: 40 minutes and 10 minutes):

- context (researcher, location, conditions), research questions, methodology, results,
- link to your research interest/s (perhaps the subject, context, methodology that you would choose),
- links to practice, lessons that could be applied in other contexts and/or questions to consider .

c) The presentation should include an audio element (could be your voice) as well as visual (key points on a Powerpoint presentation or similar).
d) The written summary should include:

- a brief summary of the study/article in your own words,
- a link to your research interest/s,
- 2 pages, double-spaced, Times New Roman 12 pt, APA style.

4. **Sharing of research pre-proposal outline – 5%**

Share your pre-proposal outline in 3 parts: (8-10 minutes)

- introduction: why you chose this topic, context
- topic and sub-questions
- 3 key readings and why you chose them

5. **Literature review – preliminary draft – 20%**

Write a preliminary draft of a literature review (5-6 pages) related to your research interest/s (may incorporate readings already explored in previous courses). The objective is to document your investigation of the literature that is linked to your research questions in order to create a theoretical base on which you will build links to practice. The review should include 10 to 15 articles/studies.

- divided into sections according to your sub-questions,
- comprising a synthesis of your readings to date (including those in your pre-proposal outline) as well as a linking and juxtaposition of main ideas from those readings,
- 5 to 6 pages, double-spaced, Times New Roman 12 pt, APA style.

6. **Action research project plan - 25%**

Prepare an action research plan (3-4 pages) to explore a question you have about your classroom practice. Please note that you will not be conducting this research as part of your graduating paper. Please include:

- description of a problem that you wish to address in your classroom,
- short literature review to support a rationale for the research
- description of the method you will use including:
  - description of an intervention to address the learning situation and/or respond to the problem,
  - description of strategies and/or documents that you would use to gather data (minimum 2 and preferably 3) and an accompanying timeline,
- copy of the letter you would send to parents (and/or students) asking their permission for participation in the study.

### Introduction to the course

**General readings:**


**Group readings:**


**Links between theory and action**

**General readings:**


**Group readings:**


**The literature review**

**General readings:**


**Group readings:**


Planning a teacher research project

**General readings:**

**Group readings:**


Implementing and sharing results of a teacher research project

**General readings:**
Hendricks, C. (2009). Final planning before implementation of the study. Writing and disseminating the action research project. *Improving schools through action research: A comprehensive guide for educators* (2nd ed.), (pp. 111-124; 159-170).


**Group readings:**


Final assignments / Individual consultations

- 10h00-10h30 - 10h30-11h00 - 11h00-11h30 - 11h30-12h00 - 13h00-13h30 - 14h00-14h30 - 14h30-15h00 - 15h00-15h30 - 15h30-16h00 -

Course Text

Additional Readings

List provided in class management platform (Vista)

Ressources

*The Ontario Action Researcher  Recherches qualitatives : review électronique de méthodologie*

*Linguistics and Language Behaviour Abstracts (UBC Lib data base)*

*La vie pédagogique*

*Pro-Quest Dissertations and Theses -Full Text (UBC Lib)*

*Educational Action Research*

*Portail de la recherche sur la francophonie canadienne*

*Networks : An On-line Journal for Teacher Research*

*Repère: engin de recherche pour des articles en français (UBC Lib)*

*Canadian Assn of Second Language Teachers - Research Podcast Series / Série de balados*